

FOUR YEAR TEACHER EDUCATION PROGRAMME
(For Secondary Teachers)

A FRAMEWORK

National Council for Teacher Education
National Council of Educational Research and Training
New Delhi - 110016

PREFACE

In pursuance of the recommendation of National Council for Teacher Education (NCTE), a Committee on Four Year Teacher Education was constituted in April 1988. The main objectives of the Committee were as follows :

1. To prepare detailed scheme of four year teacher education programme.
2. To develop a curriculum framework of four year teacher education programme.
3. To recommend a broad viable design of four year programme suggesting several possible models keeping in view practical considerations.

The Committee held its initial deliberations based on the Issue Paper on Four Year Teacher Education. The design of the four year programme and its curriculum framework were prepared. The Committee also discussed the viable alternative settings which would be highly amenable to adopt/adapt the proposed curriculum framework. It has recommended a number of strategies to facilitate the starting of four year programme in amenable and alternative settings and also to provide reinforcing support to the programme.

Convenor
NCTE Committee on
Four Year Teacher Education
Programme

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1.0 INTRODUCTION

1.1 Genesis

The four-year integrated teacher education programmes were instituted in 1963 in order to prepare teachers for the Multipurpose schools recommended by the Mudaliar Commission (1953). It was felt that the growing demand of teachers for various areas envisaged in the multipurpose scheme could not be adequately met, partly because of lack of trained and qualified science and technology teachers and partly because of the lack of knowledge of techniques of teaching general science and other courses in the diversified streams which were an integral component of the Multipurpose scheme. It was suggested that the integrated teacher education programme in these areas should be undertaken by the four Regional Colleges of Education (RCEs) set up for the purpose at Ajmer, Bhopal, Bhubaneswar and Mysore. These programmes in teacher education were essentially conducted as pilot courses.

1.2 Rationale

Compared to the traditional one year teacher education programme, the focus of the four year teacher education programme was based on certain assumptions *

*Plan and Programme: Regional Colleges of Education, NCERT, 1963

as outlined below :

- The professional competence required of the teacher is achieved through an organised programme of learning experiences, it is not merely a byproduct of becoming a well-educated person.
- The education of a teacher based broadly on a foundation of general education should include a thorough mastery of subject matter so as to give him an insight into its structure and inter-relationships, and professional preparation.
- General education which contributes to growth as a person, specialisation which provides scholarly knowledge of the subjects to be taught, and professional education which leads to understanding and skill in professional performance must be integrated into a total programme.
- The prospective teacher must assume responsibility for its own education in an increasing manner.
- Opportunities to work with adolescent learners must be an integral part of the professional preparation of the secondary school teachers.

The above assumptions were taken into account while planning and organising the curriculum of a four year programme; The integration between theory and practice was institutionalised by making a provision of a Demonstration School in the Regional Colleges set up. A broad design of the original four year programme is given in the next section.

1.3 The Original Model

The four-year programme was based on a careful study of the needs of secondary schools in the country and recommendations of several study committees.

It had the following main features:

- a. It is a coordinated four year course as opposed to three year degree course plus a one year professional course. The total programme is envisaged as integrated professional programme.
- b. General education, professional education, and content are integrated all through the four years of the programme. Professional Education in the four year starts with Psychology in the second year and terminates with the internship in the fourth year. The time allotment to various components was recommended

as follows :

| | |
|------------------------|-----|
| General Education | 19% |
| Content Courses | 59% |
| Professional Education | 22% |

The General Education included; language, social sciences and health and physical education. The Professional Education component included Psychology, problems of Indian education, Philosophy and Sociology of education, workshop in teaching, special methods and internship-in-teaching. The content courses in science subjects were offered as major, minor and ancillary.

- c. Theory and practice of teacher education was viewed as a single continuing practice and not as two separate activities.
- d. The total programme was planned on a basis of a college year of 222 days of instructions excluding the final examination days, as follows:
- | | | |
|------|---|------------|
| i) | 37 weeks (6 days as per week) of Instruction | = 222 days |
| ii) | Two weeks for annual examinations | = 14 days |
| iii) | Four weeks vacation during academic year | = 29 days |
| iv) | Sundays | = 37 days |
| v) | Nine weeks vacation between academic years | = 63 days |
| | Total 52 weeks | = 365 days |
- A maximum of 30 students per class was stipulated for the four year courses.

1.4 Changes in the Design

The Plan and Programme document on the four-year programme suggested one structure and curriculum design for all the four Regional Colleges of Education. For reasons connected with the requirements of different universities to which the Colleges were affiliated, the original design underwent changes keeping the four year

duration intact. This was perhaps done to ensure that the four year programme reflected all the course requirements of separate B.Sc. and B.Ed. degrees of different universities as it was felt this would facilitate the acceptance of the products of these courses in the employment market.

Consequent upon their recommendations of some of the review committees particularly the B.D. Nagchaudhary Committee, the structure of the four year courses underwent a radical change which affected the programmes offered in different RCEs. In some colleges, it provided an exit point at the end of the third year. Subsequently other review committees reflected on the programme in different contexts based on some evaluative studies on the product of these courses. The J.N. Kapoor Committee came out with positive recommendations for strengthening the four-year programme. A further

support to these programme was provided by the two Committees headed by R.C. Das which recommended that the four year programme should be the most 'substantial and significant' programme of teacher education in the RCEs.

1.5 Need for a Fresh Look

Though there has been an unequivocal support to designing teacher education on a four year pattern, this model has remained largely confined only to the NCERT's Regional Colleges of Education. Meanwhile, there has been discussion on several fora to revamp teacher education programmes in general. It is worthwhile to list some such deliberations.

-The need for longer duration teacher education courses is now being increasingly felt in view of the imperatives of the national curriculum framework to teach science and social sciences in an integrated fashion and not fragment their teaching as Physics, Chemistry, Biology, etc., or Civics, Economics, Geography etc. It is visualized that thematic areas, amenable to integrated understanding from traditional disciplines will be a part of general education upto the secondary stage of education.

Preparation of such teachers will require longer integration and can be more profitably attempted through a four year programme.

- The four year programme should have unique advantage of providing integration at two levels. The teaching of content courses could be approached from the point of view of analysing structure of the concepts related to the content area coupled with the methodologies and evaluation strategies for understanding the content. Similarly the teaching of methods should be made more effective by integrating the method with suitable school level content in the subject.
- Any professional course has to have a distinct design of its own, with its own philosophy and objectives. Its parity has to be with corresponding programmes in teacher education only and not with undergraduate B.A./B.Sc. and B.Ed. Courses separately. Any new innovative design of a longer duration professional preparation of teachers will keep it as one of the cardinal principles.

The question of providing vertical mobility for those who join such professional courses must be available through higher level education programmes. For example, there could be a postgraduate level programme in teacher education available to those who complete four year courses. These considerations have necessitated to have a fresh look at the structure and design of the four-year programme.

1.6 Renewed Emphasis

1.6.1 Education Commission (1964-66)

The Education Commission (1964-66) while deliberating on teacher training said, "It is obvious that these integrated courses, even when developed to their fullest potential, can only provide a very small proportion of the total number of trained teachers required for the secondary stage The experiment should be tried, as we have recommended in universities having strong departments or schools of education which should work in collaboration with departments in other subjects"

1.6.2 National Commission on Teachers - I

The National Commission on Teachers - I have also referred to the need of 4-year programme in their Report. It is stated that "The present arrangements for training secondary school teachers are either under one year B.Ed. course or the four year integrated course. A four year training course after senior secondary or preferably a 5-year course leading to graduation and training is recommended. Each state may make a beginning during the 7th Plan period by starting at least one four-year integrated college of education. Also the first degree in teaching, BA/B.Sc., B.Ed., should be considered adequate to pursue

post-graduate courses. To ensure this, planning of the contents of the four year integrated course should be done in consultation with university authority".

The integrated four-year curriculum for a degree in education should consist of two elements, namely, general education and professional preparation.

General education will include :

- Study of a language
- Three or four disciplines from among the subjects taught at school.
- Seminars, projects and study visits.

The professional preparation part should consist of :

- (a) study of education as a discipline including educational psychology, sociology of education and educational philosophy;
- (b) practice of teaching and its content-cum-methodology; and
- (c) learning a variety of skills related to the role of a teacher, including educational technology and preparation of software.

The N.C.T.-I has recommended that for training of elementary teachers, the possibility of developing a four year integrated programme after class X with a built-in provision for upward mobility ^{also} should be explored.

1.6.3 NCTE Framework

Teacher Education Curriculum Framework recommended by the NCTE in 1978 says, "The four year Teacher Education programme should be an open experiment to be continued as the new system will provide a lot of mobility, and entry and exit points at various stages".

1.6.4 New Policy Perspective

While considering that the teacher education has to be overhauled, the NPE-POA has recommended that some colleges of teacher education will be developed as comprehensive institutions organising programmes of four year integrated courses after higher secondary stage. There is also a suggestion of exploring the possibility of offering such courses in the proposed Institutes of Advanced Studies in Education (IASEs) as one of the qualitative inputs in teacher education.

The development of a revised framework on the four year model has therefore become necessary to serve as a guide to these new institutions. This new teacher education programme must ensure all the concerns reflected in the National Curriculum Framework for Elementary and Secondary Education (NCERT). The possible design of such a programme is being discussed in the subsequent sections.

2.0 CURRICULUM DESIGN

A 4-year programme of teacher education has to be an integrated four years course as opposed to an arithmetical combination of the conventional 3-years degree course and the 1-year professional course. It should be envisaged as a professional programme with the main object of preparing teachers for the secondary school. At every stage of the programme, integration should be reflected between content and methodology and between theory and practice. As proposed in the original design the programme can be conceived as an appropriate combination of courses in general education, content education and professional education.

The programme should reflect in its basic philosophy structure and curricular organisation the thrusts of the NPT and the guidelines contained in the National Curriculum for Elementary and Secondary Education-A Framework, and the role of the teacher as implied in these national documents.

2.1 Objectives

The curriculum should have the following objectives:

- a) to develop skills and competencies in transacting different curricular areas according to the new approach indicated in the National Curricular Framework.

- b) to develop effective language and communication skills.
- c) to emphasise new pedagogical shift from teaching to learning, from storage of information to information processing, and to develop self-learning skills.
- d) to develop understanding of principles of Educational Technology, practical experience in planning and utilising various kinds of learning resources, to develop the future teacher to function as a facilitator of learning, designer of learning resources and as an organiser of self directed learning.
- e) to integrate the core elements of the NPE into teacher education curriculum.
- f) to develop skills and competencies related to working with the community.
- g) to develop awareness about educational needs of the disadvantaged and disabled children.

2.2 Curriculum

The weightages of the components envisaged in the Plan and Programme document were suggested as 19 per cent, 59 per cent and 22 per cent of the total programme, in respect of general education, content education and professional education respectively.

During the past 25 years, these weightages have remained about the same as in the original four-year teacher education curriculum. The weightage of 15 per cent, 60 per cent and 25 per cent for general education, content education and professional education respectively could be considered in designing the new teacher education curriculum for the 4-year courses.

2.2.1 General Education

Broad objectives of the courses in General Education in the four-year programme should be to introduce to the student teacher national heritage, creative expression and thought through courses in liberal education and languages. The General Education should be viewed as an integral part of the total curriculum and, if properly handled, will have liberalising influence in the student teacher leading to insights into the relationship and unity of knowledge.

A typical course on General Education could consist of the following areas :

- Language(s)
- Social Sciences
- Compute literacy
- Health & Physical Education
- Community development through education, etc.

The teaching of languages both English and the regional should be essential components of the General Education. The teaching of English language in the four-year course is required because the medium of instruction of the course itself can be English. As English is one of the most commonly used international languages of scientific communication, therefore, proficiency in this language is desirable for getting access to books published internationally.

The purpose of teaching regional language should mainly be to build communication skills in the student teachers to facilitate him/her in teaching in schools using regional language as the medium of instruction. The curriculum in the regional language should include glossary of Scientific and technical terms/words. The languages should be taught at least for one year in the 4-year course.

A course in Social Sciences suitably designed to provide value education, should emphasise compositness of our culture, unity in diversity, democracy, secularism and the other core elements as spelled out in the National Curricular Framework. Similarly, a course in General Science should be offered as a compulsory course to the students of four year arts course. It should also be a tailor made

course to build values, such as scientific temper, concern for conservation of environment and non-renewable energy sources.

A course on Computer Literacy should be another course which should provide hands-on experiences in using softwares on Computer Assisted Learning (CAL) Computer Assisted Instruction (CAI), data base and word processing. These courses can be offered at a convenient stage during the first three years of the course and should provide at least 90 ~~years~~ hours of hands-on experience.

Health and Physical Education, working with the community and work Experience should be the other essential areas of General Education.

Education for health and community development may be taught in the beginning of the course with a view to initiating the students to the profession of education. Working with community was incorporated in the teacher education curriculum about a decade ago. In the absence of necessary infrastructure and proper conceptualization, this area could not be handled as effectively as visualised. Now for the four year teacher education curriculum several areas of work related to the community may be identified and taken up preferably on the campuses of the colleges themselves.

Similarly, the components of work experience may be identified with local relevance and availability of resources. These may relate to electronics, plastics, metal work, horticulture and kitchen gardening, environment, photography, etc.

The weightage in terms of quantum of instruction and evaluation of the above mentioned components of the General Education have been given as follows :

| ----- | |
|--------------------------------|-----------|
| Areas | Weightage |
| ----- | |
| Languages : English | |
| Regional language | |
| Social Science/General Science | |
| Computer Literacy | |
| Health & Physical Education | 25% |
| Working with the Community | |
| ----- | |

2.2.2 Content Courses

The kind of content courses, their number and level should be decided by the requirements of the school curriculum. The sequences of course in content will, therefore, be different from the corresponding courses offered in the 3 - year Bachelor Degree in Arts/ Science. The courses in content areas, e.g., Physics, Chemistry, Biology should be so sequenced that they

reflect the logical structure and interconnections of the subjects from one theme to another.

As already mentioned, the content courses should be directly relevant to the requirements of teachers in the secondary schools. Some additional courses, which may not be the requirement of the 3-year degree courses, may have to be offered to the students of the four-year course. For example, the National Curriculum Framework which is linked with the National Policy on Education - 1986, mention that the teaching of science at the secondary stage (classes IX & X) should not follow a discipline/^{approach}. The aim of teaching science at the secondary stage in the New Curriculum is directed towards problem solving and decision-making through learning of key concepts that cut across all the disciplines of science. For teaching integrated science at the secondary stage, the teacher preparation will be inadequate, if it is targetted to prepare teachers of physics, chemistry and biology only. At the same time, the science subjects with the structure of their disciplines should be taught at the level of ~~tertiary~~ education because the four-year course at the terminal stage should have partly with the Bachelor's level.

In the conventional three-year courses offered by the universities in India, there is a provision of studying 3 electives at the degree level. As mentioned above, this will be inadequate for teaching

integrated science at the secondary stage if the student-teacher has only studied the content course in physics, chemistry and mathematics or the content course as botany, zoology and chemistry in the four-year course. Similarly, the students who has studied the elective combinations of English, History and Geography, may find himself inadequately prepared to teach integrated course in Social Studies at the secondary school level. Therefore, appropriate ancillary courses have to be offered in the first year of the course to enable the student-teacher to learn key concepts which cut across all the disciplines of ~~science~~/all the disciplines of Social Science. The ancillary courses in physics and mathematics should be offered in the first year of the course to the students who have chosen the electives of botany, zoology and chemistry. It is now generally accepted that to learn some important concepts of biology and chemistry at deeper level knowledge of mathematics at level higher than that learned at the secondary stage is an essential requirement.

Similarly, appropriate concepts in biology which interface with physics and chemistry should be offered through an ancillary course on biology to the physics, chemistry and mathematics combination. Similarly appropriate ancillary course in social science should be offered to the elective combinations in humanities for teaching of integrated course in social studies at the secondary level.

In order to provide vertical mobility to the students of the four-year courses, it should be ensured that the courses in content cover all the concepts and requirements of studies of subjects at the tertiary level. It has been mentioned above that the organisation of these courses, as it has to reflect the essential principles of professional education will be different from that of the conventional three-year degree courses.

Laboratory courses and field trips in the four-year course should provide experiences of laboratory which are directed related to concepts of the content courses at the tertiary level. This (laboratory) curriculum should provide experiences of accurate measurements and of scientific process through open-ended experiments.

The teaching of the content courses should reflect the application of pedagogical principles. This, in itself, will be a special demand on the teaching of these courses. Their effective teaching will require faculty not only possessing expertise in their respective discipline but its pedagogy.

2.2.3 Professional Education

Professional education will comprise the different areas which will be provided over a period of four years. These areas are fundamentally based on History, Philosophy, Sociology, Psychology, Current problem/Practices of Education and the way education is organised. The content of professional education has been based on these disciplines but has come to be called by different names depending upon the attention theory needs in the context of the changing needs of the society. The following areas should be included in the four year teacher education programmes.

Area A : Pedagogical Theory

1. Educational Psychology
2. Education and Society.
3. Special Courses: Curriculum, Evaluation, guidance, School Management and Organisation, Educational Technology.

Area B : Content-cum-Methodology and Practice Teaching (including related practical work).

The other major component of this area includes content-cum-methods of school subjects, the Core teaching skills required to teach the school subjects (irrespective of the nature of these subjects), student teaching

and field experiences. In addition to the above, the following subjects should find a prominent place in the pedagogy area.

- Education of the Disabled/Disadvantaged
- Strategy for Teaching the Core Elements of Curriculum
- Internship in Teaching

The scope of the above areas of professional education is outlined below :

- Educational Psychology paper may be taught with special emphasis on the adolescent age, teaching-learning theories and identification of pupils of different groups. This paper may be introduced in the second year. The practical part may include psychological testing. There should be a shift towards cognitive psychology and information processing strategies.
- The Core subject of pedagogy, requiring knowledge and practical skills, may be reorganised under a paper which may be titled as 'Workshop in Teaching and Learning'. These may include curriculum evaluation, guidance, school management, educational technology and computer education. The students may be provided with practical assignments under field experiences.

- The paper on Education and Society may reflect the philosophy, history and sociology of education having a focus on the current problems of education such as Universalisation of Education. This area should be taught in the fourth and final year of the course as the students will have developed a proper perspective of education by then.
- The Content cum Method area in respect of science should develop the methodologies of teaching integrated science at the secondary stage as recommended in the National Curriculum Framework. The same consideration should hold good for areas related to social sciences.
- Internship in Teaching in the fourth year should be preceded by providing training in Core-training skills. Skills may be selected and training in them imparted by selecting content of limited scope. It was felt that internship will not be expensive as this will be organised in local schools by the institutions offering 4-year courses. Internship will provide scope for field work with emphasis on practical assignments, field visits, practicum in self-learning packages.

3.0 ALTERNATIVE SETTINGS

NCET-I (1985) and the NPE (1986) have recommended promoting 4 year teacher education programmes for the professional preparation of teachers. In keeping with this recommendation, it is visualised that if necessary inputs are provided in this connection, the quality of teacher education may improve. The following alternative settings for the institutions of 4-year courses could be considered and attempted wherever possible.

Setting I

In universities where departments of education run both the undergraduate and post-graduate courses in education, it would be desirable to base the 4 year professional training programme of teachers in these departments. Such departments of education could seek collaboration of the departments of Science/Social sciences/Humanities of the same university for running the integrated programmes. The Department of Education could undertake the responsibility of coordinating admissions and curricular programme with the collaborating department.

Setting II

Four year courses in teacher education may be started in the Department of Education itself by creating necessary infrastructural facilities and strengthening their existing faculty in order to meet the requirements of teaching content areas also. In this situation laboratory, library, etc. and additional staff with requisite qualifications will have to be provided. This setting, however, cannot be preferred to setting I as the latter utilizes the existing resources of the university more optimally instead of additionally creating them for the Department of Education.

Setting III

A few selected existing arts and science colleges having necessary infrastructure may run 4 year teacher education courses provided they have residential accommodation for trainees and are prepared to appoint adequate staff with professional qualifications for covering the input of 25% professional and 15% general education components. An experimental or model school should also be set up by the college and provision for adequate number of books for professional education be made.

Setting IV

A College having Science, Humanities and Social Science departments and also having a Department of Education in the same college, could also start 4 year courses with a condition that the department of Education should coordinate the entire programme (to carry out the work of enrolment, evaluation, internship, etc.) The Principal of the college may act as convenor of the coordination committee which may consist of Head of the collaborating departments. It is presumed that the needed infrastructural facilities exist in such departments.

Setting V

In a situation where there is a College of Education, Science and Arts on the same campus, under the same management, the college of education may start 4 year courses in Collaboration with other colleges and should coordinate the entire programme. In this situation the manager/Secretary/Director representing the management will act as convenor for the committee comprising of principals of collaborating colleges.

Setting VI

The IASEs which are being set up under NPE & POA may also run 4 year courses for the reason that separate allocation of funds, etc. are available for setting up

desired infrastructural facilities. Provision has already been made in this scheme to recruit additional teaching staff as per the need of new programmes and commitments to be undertaken by the IASEs.

Operational Considerations

- In all the settings suggested above, the intake capacity of student teachers has to be restricted. The universities will not go for the training of large number of teachers and would be restricted to about 50 at a time in a specific area.
- Teachers of humanities, social sciences and science departments in the colleges who have no background of pedagogy, should be exposed to atleast one month orientation programme on teacher education, before the four year integrated programme are introduced.
- In the above settings for Four Year programme it should not be visualised as 3+1, rather integration of courses should begin right from the first year of four year courses of study. It is suggested that the input of pedagogy should begin in a suitable way from the first year itself and it should increase slowly each year culminating into a comprehensive internship programme of 3 weeks' time in the 3rd year and 4 weeks in the final year.

- It is not expected that the universities and colleges which start the four year teacher education programme will do so in all the areas simultaneously. It is suggested that one institution may take up training in one area, e.g., natural science, the other can start the programme in the field of social sciences, while the third one may offer it in humanities, etc. and that there is at least one such institution of teacher education in each state to begin with.

4.0 PROMOTIONAL STRATEGIES

The products of the 4-year courses of the Regional Colleges of Education, NCERT, have acquired reasonable acceptability among the employers. However, the teacher education programme is still not accepted for replicability by other institutions. In the initial stages when the idea of wider acceptability of the 4-year courses is being mooted the following steps could help in the promotion of the institution of 4-year courses.

- Organisations like The Kendriya Vidyalaya Sangathan (KVS) and the Navodaya Vidyalaya Samiti (NVS) may prefer the products of the 4-year courses while making recruitment of teachers to their schools.
- The need and importance of the integrated courses could be emphasized in various forms associated with teacher and school education.

- Provision for vertical mobility of the products of 4 - year courses could be made by providing post graduate level courses in related areas of teacher education. This would ensure better initial intake into these courses.
- The State Governments could come forward to subsidise these programmes in terms of tuition fees, boarding and lodging and by providing liberal scholarships/stipends.
- With the establishment of Navodaya Vidyalaya in each district, catering mainly to rural population, the possibility of starting 4-year Teacher Education Institutions in selected rural areas could be thought about. This would help in retaining the educated youth in their region and also promote quality education.
- The State Governments while opening any new institution of teacher training may prefer setting up of 4-year integrated Teacher Education Institution over the one-year traditional type institution.

Once the State Governments/Universities/ other institutions decide to start the 4-year integrated Teacher Education Courses the NCERT could help in providing various types of services. These are listed below.

Consultancy Services

The NCERT through their RCEs could provide consultancy services to the institutions willing to start the 4-year programme. This help could be in preparing the design and in working out details of physical and human inputs necessary before the course/s are started.

Orientation of the Staff

The NCERT through the RCEs could organise short-term orientation programmes for the staff of the institutions in content-cum methodology as well as pedagogy.

Deputation of RCE Faculty

The NCERT could depute their faculty members for a year or two to the institutions undertaking 4-year teacher education programmes. The deputation would depend on the needs of the institutions.

Net-Working and Linkages

It may be helpful to work out some modalities of establishing linkages and net-working of the institutions with the RCEs. This would enable both to share their experiences, on faculty basis, and also in utilization of infrastructural facilities. It may also help in developing course design, syllabi, programmes and activities on a mutual basis.

Product Study

An exhaustive evaluative study of the 4-year products working as teachers/teacher-educators may be undertaken. The results are likely to be very helpful in securing wider acceptability of these courses. This could also convince, on the basis of supportive research data, those who make decisions at higher levels.

It would be necessary that whenever the 4-year courses are started in any institutions, the MHRD through the Centrally Sponsored Schemes and the U.G.C. may help in augmenting the infrastructural facilities in these institutions. The facilities could be in both in terms of human and physical resources.

Table -1

Allocation of Time and Marks to the Different Components of the Course

1. Duration of the Course - Four Years
2. No. of instructional weeks per year - 36
3. No. of contact periods (each of one hour duration) per week - 30
4. Total number of contact hours for 4 years - 4284 hrs
5. Relative weightages of different components:

| | General Education | Professional Education | Content Education | Total |
|------------------------------------|-------------------|------------------------|-------------------|-------|
| Total contact hours during 4 years | 684 | 1008 | 2592 | 4284 |
| Total marks over 4 years | 650 | 1025 | 2400 | 4075 |
| %(of marks) | 16% | 25% | 59% | 100% |

Table 2

Distribution of Contact Periods/Week in the Four Years

| Year | General Education | Professional Education | Content Education | Total |
|------|-------------------|------------------------|-------------------|-------|
| I | 10 | 1 | 18 | 29 |
| II | 9 | 3 | 18 | 30 |
| III | Nil | 12 | 18 | 30 |
| IV | Nil | 12 | 18 | 30 |

Table -3

Distribution of General Component over the Four Years

| | Total periods/ Marks | English | Regional Language | Social Sciences | Health, Physical Education and Recreation (EPER) | Work Experience (WE) |
|---------------------------------|-------------------------|---------|----------------------|--------------------|--|----------------------------|
| I Year Contact Periods/week | 10 | 3 | 3 | 1 | 1 | 2 |
| Marks | 350 | 100 | 100 | 50 | 50 | 50 |
| II Year Contact Periods/week | 9 | 3 | 3 | 1 | - | 2 |
| Marks | 300 | 100 | 100 | 50 | - | 50 |
| Total Marks | 650 | 200 | 200 | 100 | 50 | 100 |

- Notes:
1. No General Education Course in III & IV years
 2. Social Sciences: appropriate title of the course to be decided
 3. 'WE' will be evaluated through internal assessment only

Table 4

Distribution of Professional Education Courses over the Four Years.

| | Total periods/ Week | Course Titles* | | | | | | | | |
|-------------------------------|------------------------|----------------|-----|-----|----|-----|-----|----|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I Year Contact Periods/Week | 1 | 1 | - | - | - | - | - | - | - | - |
| Marks | 50 | 50 | - | - | - | - | - | - | - | - |
| II Year Contact Periods/Week | 3 | - | 3 | - | - | - | - | - | - | - |
| Marks | 100 | - | 100 | - | - | - | - | - | - | - |
| III Year Contact Periods/Week | 12 | - | - | 3 | 2 | 3 | 3 | 1 | - | - |
| Marks | 425 | - | - | 100 | 75 | 100 | 100 | 50 | - | - |
| IV Year Contact Periods/Week | 12 | - | - | - | - | 2 | 2 | - | 3 | 5** |
| Marks | 450 | - | - | - | - | 75 | 75 | - | 100 | 200 |
| Total Marks | 1025 | 50 | 100 | 100 | 75 | 175 | 175 | 50 | 100 | 200 |

* Course Titles: 1. Introduction to Education, 2. Teacher and Education in the Emerging Indian Society. 3. Educational Psychology 4. Core Training Programme. 5&6. Special Training Programme Packages (STPP-1 & STPP-2): Any two of the following combinations will be offered: (i) Biology and Chemistry (ii) Chemistry and Physics (iii) Mathematics and Physics may be opted: (a) Educational Technology (b) Curriculum and Evaluation (c) Guidance and Counselling (d) Integrated Education (e) Environmental Education

** For Internship-in-teaching, Block period of 6 weeks has been computed to 5 periods/week for I Year

Table 5

Distribution of Contact Courses over the Four Years

| | Total Periods/week Marks | Course Titles | | | | | | | | | |
|----------------------------------|--------------------------------|------------------|----------------|---------------|----------------|--------------------|-----|-----|-----|-----|-----|
| | | Chemistry Th. | Physics Th. | Botany Th. | Zoology Th. | Mathematics Th. | Pr. | Th. | Pr. | Th. | Pr. |
| I Year Contact Periods/Week | 18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 6 |
| Marks | 600 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 200 | |
| II Year Contact Periods/week | 18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| Marks | 600 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| III Year Contact Periods/week | 18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| Marks | 600 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| IV Year Contact Periods/week | 18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| Marks | 600 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| Total Marks | 2400 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | |

Th: Theory
Pr: Practical

APPENDIX

COMMITTEE COMPOSITION

The Committee consisted of the following members :

- | | | |
|----|---|-------------|
| 1. | Prof. A.K. Sharma, Head, Deptt. of Teacher Education, Special Education & Extension Services, N.C.E.R.T., New Delhi-110016 | Coordinator |
| 2. | Prof. J.S. Rajput, Principal, Regional College of Education, Bhopal | Member |
| 3. | Prof. A.N. Maheshwari Principal, Regional College of Education, Mysore | " |
| 4. | Prof. J.N. Joshi Department of Education, Punjab University, Chandigarh | " |
| 5. | Prof. M. Abu Baker Head, Department of Teacher Training & Non-Formal Education, Jamia Millia Islamia, New Delhi - 110025 | " |
| 6. | Prof. J.S. Grewal Faculty of Education, Regional College of Education, <u>Bhopal</u> | " |
| 7. | Prof. R.S. Shukla Principal, Vidya Bhavan Teachers College <u>Udaipur</u> | " |

- | | | |
|-----|---|----------|
| 8. | Prof. N. Venkataiah Dean, Faculty of Education University of Mysore, Manas Gangotri, <u>Mysore - 6</u> | Member |
| 9. | Dr. H.C. Jain, Reader Regional College of Education <u>Ajmer</u> | " |
| 10. | Dr. V.K. Sunwani Head, Department of Journal Education Regional College of Education, <u>Bhubaneswar</u> | " |
| 11. | Prof. L.C. Singh. Incharge NCTE NCERT Campus, New Delhi-110016 | Convenor |

The following attended the meeting of the above Committee held at R.C.E., Bhopal from May 11-13, 1988 as special invitees.

1. Prof. P.K. Khanna
Head,
Deptt. of Science,
Regional College of Education,
Bhopal
2. Dr. R.K. Dixit,
Department of Languages,
Regional College of Education,
Bhopal
3. Dr. D.C. Upreti
Reader,
Regional College of Education,
Bhopal